

<p>Lexia S.O.S. Reading ©2002, Levels 1-5 correlated to Washington Essential Academic Learning Requirements with Grade Level Expectations for Reading</p> <p style="text-align: center;">Grade 8</p>	
<p>Washington Essential Academic Learning Requirements with Grade Level Expectations for Reading Grade 8</p>	<p>Lexia S.O.S. Reading</p>

EALR 1: The student understands and uses different skills and strategies to read.	
Component 1.2: Use vocabulary (word meaning) strategies to comprehend text.	
1.2.2 Apply strategies to comprehend words and ideas.	
<ul style="list-style-type: none"> Use word origins to determine the meaning of unknown words. 	<p>The opportunity to address this objective is available. See the following: Level V: Anglo-Saxon Affixes, Latin Affixes, Special Accent Patterns, Meaning Structures, Greek Combining Forms</p>
<ul style="list-style-type: none"> Use abstract, derived root words, pre-fixes, and suffixes from Greek and Latin to analyze the meaning of complex words (e.g., statistic, statistician). 	<p>The opportunity to address this objective is available. See the following: Level V: Anglo-Saxon Affixes, Latin Affixes, Special Accent Patterns, Meaning Structures, Greek Combining Forms</p>
<ul style="list-style-type: none"> Use vocabulary strategies to understand new words and concepts in literary/narrative text and informational/expository text. 	<p>The opportunity to address this objective is available. See the following: Level III: At the Mall, Add It, Trails West</p> <p>Level IV: Syllable Puzzler, Winners Old & New</p> <p>Level V: Anglo-Saxon Affixes, Latin Affixes, Special Accent Patterns, Meaning Structures, Greek Combining Forms</p>

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<p>Component 1.3: Build vocabulary through wide reading.</p>	
<p>1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. W</p>	
<ul style="list-style-type: none"> • Explain the meaning of content-specific vocabulary words (e.g., photosynthesis, democracy, algorithms). 	<p>The opportunity to address this objective is available. See the following: Level V: Anglo-Saxon Affixes, Latin Affixes, Special Accent Patterns, Meaning Structures, Greek Combining Forms</p>
<p>Component 1.4: Apply word recognition skills and strategies to read fluently.</p>	
<p>1.4.2 Apply fluency to enhance comprehension.</p>	
<ul style="list-style-type: none"> • Read grade-level literary/narrative text and informational/expository text orally with accuracy, using appropriate pacing, phrasing, and expression. 	<p>The opportunity to address this objective is available. See the following: Level II: Picture It</p> <p>Level III: Trails West</p> <p>Level IV: Winners Old & New</p> <p>Level V: Meaning Structures</p>

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<ul style="list-style-type: none"> • Read aloud unpracticed grade-level text with fluency in a range of 145–155+ words correct per minute. 	<p>The opportunity to address this objective is available. See the following:</p> <p>Level II: Picture It</p> <p>Level III: Trails West</p> <p>Level IV: Winners Old & New</p> <p>Level V: Meaning Structures</p>
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<p>1.4.3 Apply different reading rates to match text.</p>	
<ul style="list-style-type: none"> • Adjust reading rate by speeding up or slowing down based on purpose (e.g., pleasure, informational reading, task-oriented reading), text level of difficulty, form, and style. 	<p>The opportunity to address this objective is available. See the following:</p> <p>Level II: Picture It</p> <p>Level III: Trails West</p> <p>Level IV: Winners Old & New</p> <p>Level V: Meaning Structures</p>